

Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Athens City Schools

Doug Settles

Question/Page

Indicator: **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator:** **No**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Bedford County Schools

Janin Brock

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator: Partial**

PI 20 Results of program improvement activities reflect the identified needs of parents of  
PI 20 children with disabilities

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Question/Page

Indicator: Partial

FLRE 27 Children receive timely re-evaluations.

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**Question/Page**

**Indicator: Partial**

FLRE 28 Are high school \*completion/exit rates (%) for children with disabilities  
FLRE 28 comparable to completion rates for non-disabled children? Completion = G.E.D.  
a Certificate of Attendance, or a Sp. Ed. Diploma.

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Question/Page

Indicator: Partial

FLRE 29 ESY Services are available across all categories & severalties of disability.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Bledsoe County Schools**

**Doug Settles**

**Question/Page**

**Indicator: Partial**

GS 09 Are there sufficient numbers of qualified teachers (including staff on waivers) and  
GS 09 related service providers to meet the identified needs of all children with  
disabilities? (current school year)

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Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator: No**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in  
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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Question/Page

Indicator: No

ECT 14 Professional Staff and parents provide transition planning. (i.e. 90-day planning
ECT 14 meetings)

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**Question/Page**

**Indicator: Partial**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

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Question/Page

Indicator: Partial

PI 20 Results of program improvement activities reflect the identified needs of parents of
PI 20 children with disabilities

~~~~~

**Question/Page**

**Indicator: Partial**

FLRE 26 Children receive timely evaluations including children transitioning from Part C.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Question/Page

Indicator: No

FLRE 27 Children receive timely re-evaluations.

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Question/Page

Indicator: Partial

FLRE 38 Training in positive behavioral interventions is provided to address identified needs.

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Question/Page

Indicator: No

FLRE 41 All placement options are available to meet the individual needs of children with
FLRE 41 disabilities.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Bradford Special Schools**

Nancy Turnbo

**Question/Page**

**Indicator:** **Partial**

GS 01 Are efforts for "child find," "evaluation," and "provision of services," coordinated?  
GS 01 (through interagency joint agreements and other mechanisms?)

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Question/Page

Indicator: **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

~~~~~

**Question/Page**

**Indicator:** **Partial**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in  
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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Question/Page

Indicator: **Partial**

FLRE 39 Appropriate functional behavior assessments and behavior plans provided to
FLRE 39 children with disabilities (as needed) increase.*

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**Question/Page**

**Indicator:** **Partial**

ST 45 Available linkages to transition services providers not affiliated with the LEA  
ST 45 increase.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Bristol City Schools

Frank Gosnell

Question/Page

Indicator: **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator:** **Partial**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in  
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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Question/Page

Indicator: **No**

ECT 16 Are families of children not eligible for services under Part B informed about
ECT 16 other appropriate services by their child's third birthday?

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**Question/Page**

**Indicator:** **Partial**

PI 20 Results of program improvement activities reflect the identified needs of parents of  
PI 20 children with disabilities

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Question/Page

Indicator: **Partial**

FLRE 26 Children receive timely evaluations including children transitioning from Part C.

~~~~~

**Question/Page**

**Indicator:** **Partial**

OR 50 Facilities that serve students with disabilities are comparable & accessible.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Chester County Schools

Steve Boggan

Question/Page

Indicator: **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator:** **Partial**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in  
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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Question/Page

Indicator: **Partial**

PI 19 Positive results of surveys of parents who participate in program improvement
PI 19 activities, when available, increase.

~~~~~

**Question/Page**

**Indicator:** **Partial**

OR 50 Facilities that serve students with disabilities are comparable & accessible.

~~~~~

Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Claiborne County Schools

Frank Gosnell

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

~~~~~

**Question/Page**

**Indicator: No**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in  
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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Question/Page

Indicator: Partial

PI 19 Positive results of surveys of parents who participate in program improvement
PI 19 activities, when available, increase.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Clay County Schools**

Marti Sparks

**Question/Page**

**Indicator:** **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: **Partial**

PI 20 Results of program improvement activities reflect the identified needs of parents of
PI 20 children with disabilities

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**Question/Page**

**Indicator:** **Partial**

ST 45 Available linkages to transition services providers not affiliated with the LEA  
ST 45 increase.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Cleveland City Schools

Doug Settles

Question/Page

Indicator: **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

~~~~~

**Question/Page**

**Indicator:** **Partial**

PI 20 Results of program improvement activities reflect the identified needs of parents of  
PI 20 children with disabilities

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Question/Page

Indicator: **Partial**

FLRE 26 Children receive timely evaluations including children transitioning from Part C.

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**Question/Page**

**Indicator:** **Partial**

FLRE 27 Children receive timely re-evaluations.

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Question/Page

Indicator: **Partial**

FLRE 28 Are high school *completion/exit rates (%) for children with disabilities
FLRE 28 comparable to completion rates for non-disabled children? Completion = G.E.D.
a Certificate of Attendance, or a Sp. Ed. Diploma.

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**Question/Page**

**Indicator:** **Partial**

OR 50 Facilities that serve students with disabilities are comparable & accessible.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Clinton City Schools

Marti Sparks

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: Partial

PI 21 Parents of children with disabilities are informed of progress at least as often as  
PI 21 their non-disabled peers.

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Question/Page

Indicator: Partial

OR 50 Facilities that serve students with disabilities are comparable & accessible.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Grainger County Schools**

Marti Sparks

**Question/Page**

**Indicator:** **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: **Partial**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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**Question/Page**

**Indicator:** **Partial**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

~~~~~

Question/Page

Indicator: **Partial**

FLRE 27 Children receive timely re-evaluations.

~~~~~

**Question/Page**

**Indicator:** **No**

FLRE 28 Are high school \*completion/exit rates (%) for children with disabilities  
FLRE 28 comparable to completion rates for non-disabled children? Completion = G.E.D.  
a Certificate of Attendance, or a Sp. Ed. Diploma.

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Question/Page

Indicator: **Partial**

FLRE 38 Training in positive behavioral interventions is provided to address identified needs.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Hardeman County Schools**

Steve Boggan

**Question/Page**

**Indicator: Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

~~~~~

Question/Page

Indicator: Partial

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in
ECT 13 response to their identified needs (Training's, not 90-day meetings)

~~~~~

**Question/Page**

**Indicator: Partial**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

~~~~~

Question/Page

Indicator: Partial

ST 42 Is the* percentage rate of youth with disabilities graduating with a general
ST 42 diploma comparable to that for youth without disabilities?

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**Question/Page**

**Indicator: Partial**

ST 45 Available linkages to transition services providers not affiliated with the LEA  
ST 45 increase.

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Question/Page

Indicator: Partial

OR 50 Facilities that serve students with disabilities are comparable & accessible.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Houston County Schools**

Janin Brock

**Question/Page**

**Indicator:** **Partial**

PI 20 *Results of program improvement activities reflect the identified needs of parents of*  
PI 20 *children with disabilities*

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Question/Page

Indicator: **Partial**

FLRE 27 *Children receive timely re-evaluations.*

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**Question/Page**

**Indicator:** **Partial**

FLRE 39 *Appropriate functional behavior assessments and behavior plans provided to*  
FLRE 39 *children with disabilities (as needed) increase.\**

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Humboldt City Schools

Nancy Turnbo

Question/Page

Indicator: **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator:** **Partial**

FLRE 39 Appropriate functional behavior assessments and behavior plans provided to  
FLRE 39 children with disabilities (as needed) increase.\*

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Question/Page

Indicator: **Partial**

OR 50 Facilities that serve students with disabilities are comparable & accessible.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Johnson City Schools**

Frank Gosnell

**Question/Page**

**Indicator:** **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: **Partial**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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**Question/Page**

**Indicator:** **No**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

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Question/Page

Indicator: **No**

OR 49 Minority students are assessed and identified as intellectually gifted (IG) through a
OR 49 process equitable to that used for non-minority students.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Lenoir City Schools**

**Marti Sparks**

**Question/Page**

**Indicator: Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: Partial

ECT 16 Are families of children not eligible for services under Part B informed about
ECT 16 other appropriate services by their child's third birthday?

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**Question/Page**

**Indicator: Partial**

PI 20 Results of program improvement activities reflect the identified needs of parents of  
PI 20 children with disabilities

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Question/Page

Indicator: Partial

PI 21 Parents of children with disabilities are informed of progress at least as often as
PI 21 their non-disabled peers.

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**Question/Page**

**Indicator: Partial**

FLRE 26 Children receive timely evaluations including children transitioning from Part C.

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Question/Page

Indicator: Partial

FLRE 27 Children receive timely re-evaluations.

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**Question/Page**

**Indicator: Partial**

FLRE 39 Appropriate functional behavior assessments and behavior plans provided to  
FLRE 39 children with disabilities (as needed) increase.\*

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Lewis County Schools

Janin Brock

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: No

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

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Question/Page

Indicator: No

PI 20 Results of program improvement activities reflect the identified needs of parents of
PI 20 children with disabilities

~~~~~

Question/Page

Indicator: No

FLRE 26 Children receive timely evaluations including children transitioning from Part C.

~~~~~

Question/Page

Indicator: No

FLRE 27 Children receive timely re-evaluations.

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Question/Page

Indicator: No

FLRE 36 Are suspension and expulsion rates for children with disabilities comparable to  
FLRE 36 those for children without disabilities?

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Lincoln County Schools

Janin Brock

Question/Page

Indicator: **No**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator:** **No**

PI 21 Parents of children with disabilities are informed of progress at least as often as  
PI 21 their non-disabled peers.

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Question/Page

Indicator: **No**

FLRE 28 Are high school *completion/exit rates (%) for children with disabilities
FLRE 28 comparable to completion rates for non-disabled children? Completion = G.E.D.
a Certificate of Attendance, or a Sp. Ed. Diploma.

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**Question/Page**

**Indicator:** **No**

ST 45 Available linkages to transition services providers not affiliated with the LEA  
ST 45 increase.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Loudon County Schools

Marti Sparks

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator: Partial**

PI 21 Parents of children with disabilities are informed of progress at least as often as  
PI 21 their non-disabled peers.

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Question/Page

Indicator: Partial

FLRE 26 Children receive timely evaluations including children transitioning from Part C.

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Madison County Schools**

Steve Boggan

**Question/Page**

**Indicator: Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: Partial

FLRE 36 Are suspension and expulsion rates for children with disabilities comparable to
FLRE 36 those for children without disabilities?

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**Question/Page**

**Indicator: Partial**

ST 46 Do children with disabilities, beginning at age 14 or younger, have IEPs that  
ST 46 include a statement of transition service needs that focuses on the student's course  
of study?

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Maryville City Schools

Marti Sparks

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator: Partial**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

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Question/Page

Indicator: Partial

PI 20 Results of program improvement activities reflect the identified needs of parents of
PI 20 children with disabilities

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**Question/Page**

**Indicator: Partial**

PI 21 Parents of children with disabilities are informed of progress at least as often as  
PI 21 their non-disabled peers.

~~~~~

Question/Page

Indicator: Partial

FLRE 28 Are high school *completion/exit rates (%) for children with disabilities
FLRE 28 comparable to completion rates for non-disabled children? Completion = G.E.D.
a Certificate of Attendance, or a Sp. Ed. Diploma.

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**Question/Page**

**Indicator: Partial**

FLRE 39 Appropriate functional behavior assessments and behavior plans provided to  
FLRE 39 children with disabilities (as needed) increase.\*

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Moore County Schools

Hiram Tate

Question/Page

Indicator: Partial

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: Partial

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in  
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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Question/Page

Indicator: No

PI 19 Positive results of surveys of parents who participate in program improvement
PI 19 activities, when available, increase.

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Question/Page

Indicator: Partial

PI 22 Parents and staff are appropriately informed about parental rights and  
PI 22 responsibilities

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Question/Page

Indicator: Partial

PI 23 Parents are actively involved in decision making for their children

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Question/Page

Indicator: Partial

FLRE 26 Children receive timely evaluations including children transitioning from Part C.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Overton County Schools

Marti Sparks

Question/Page

Indicator: Partial

GS 01 Are efforts for "child find," "evaluation," and "provision of services," coordinated?
GS 01 (through interagency joint agreements and other mechanisms?)

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**Question/Page**

**Indicator: No**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: Partial

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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**Question/Page**

**Indicator: No**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

~~~~~

Question/Page

Indicator: Partial

PI 20 Results of program improvement activities reflect the identified needs of parents of
PI 20 children with disabilities

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**Question/Page**

**Indicator: Partial**

FLRE 39 Appropriate functional behavior assessments and behavior plans provided to  
FLRE 39 children with disabilities (as needed) increase.\*

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Sequatchie County Schools

Doug Settles

Question/Page

Indicator: **Partial**

GS 01 Are efforts for "child find," "evaluation," and "provision of services," coordinated?
GS 01 (through interagency joint agreements and other mechanisms?)

~~~~~

**Question/Page**

**Indicator:** **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: **Partial**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in
ECT 13 response to their identified needs (Training's, not 90-day meetings)

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**Question/Page**

**Indicator:** **No**

PI 19 Positive results of surveys of parents who participate in program improvement  
PI 19 activities, when available, increase.

~~~~~

Question/Page

Indicator: **Partial**

PI 20 Results of program improvement activities reflect the identified needs of parents of
PI 20 children with disabilities

~~~~~

**Question/Page**

**Indicator:** **Partial**

FLRE 27 Children receive timely re-evaluations.

~~~~~

Question/Page

Indicator: **Partial**

ST 42 Is the* percentage rate of youth with disabilities graduating with a general
ST 42 diploma comparable to that for youth without disabilities?

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# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Question/Page**

**Indicator: Partial**

ST 45 Available linkages to transition services providers not affiliated with the LEA  
ST 45 increase.

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Question/Page

Indicator: Partial

ST 47 Do youth with disabilities, beginning at age 14 or younger, if appropriate
ST 47 participate in transition planning.

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***Continuous Improvement Monitoring Process  
Program Improvement Plans  
for each LEA monitored 2004-2005***

**Sumner County Schools**

Hiram Tate

**Question/Page**

**Indicator:** **Partial**

OR 50 Facilities that serve students with disabilities are comparable & accessible.

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Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Tipton County Schools

Steve Boggan

Question/Page

Indicator: **Partial**

PI 19 *Positive results of surveys of parents who participate in program improvement
PI 19 activities, when available, increase.*

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**Question/Page**

**Indicator:** **No**

FLRE 26 *Children receive timely evaluations including children transitioning from Part C.*

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Question/Page

Indicator: **Partial**

OR 48 *Minority students are assessed and identified as mentally retarded through a
OR 48 process equitable to that used for non-minority students*

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**Question/Page**

**Indicator:** **No**

OR 49 *Minority students are assessed and identified as intellectually gifted (IG) through a  
OR 49 process equitable to that used for non-minority students.*

~~~~~

Question/Page

Indicator: **Partial**

OR 50 *Facilities that serve students with disabilities are comparable & accessible.*

~~~~~

# ***Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005***

**Trenton Special Schools**

Nancy Turnbo

**Question/Page**

**Indicator:** **Partial**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training  
GS 11 address identified needs. (Response should be based on how needs identified)

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Question/Page

Indicator: **Partial**

PI 21 Parents of children with disabilities are informed of progress at least as often as
PI 21 their non-disabled peers.

Continuous Improvement Monitoring Process Program Improvement Plans for each LEA monitored 2004-2005

Van Buren County Schools

Marti Sparks

Question/Page

Indicator: **No**

GS 11 Pre-service (i.e. for student interns & practicum students) and in-service training
GS 11 address identified needs. (Response should be based on how needs identified)

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**Question/Page**

**Indicator:** **No**

ECT 13 Transition training is provided jointly to Parts B & C providers and parents in  
ECT 13 response to their identified needs (Training's, not 90-day meetings)

~~~~~

Question/Page

Indicator: **No**

PI 20 Results of program improvement activities reflect the identified needs of parents of
PI 20 children with disabilities

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**Question/Page**

**Indicator:** **Partial**

PI 23 Parents are actively involved in decision making for their children

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Question/Page

Indicator: **No**

ST 45 Available linkages to transition services providers not affiliated with the LEA
ST 45 increase.

~~~~~